



COMMON TASK RESOURCE GUIDE

An Introduction to the Common Task Resource Guide

Welcome to the Common Task Resource Guide. Common tasks are a powerful way for schools to implement Proficiency Based Graduation Requirements (PBGRs). They help build proficiency-based components for graduation portfolios and end-of-course examinations. In addition, they prepare students for success in their senior exhibitions

This publication may be used as a starter guide for common tasks. It includes materials in the following areas. Please refer to the table of contents for a complete listing of all documents.

- Curriculum Mapping: Basic definitions and guides for how to begin using tasks
- Developing Entries: How to write, develop, and administer tasks
- Assessing Tasks: How to score tasks
- Planning and Developing Support Structures: How to use tasks to inform and improve the learning and teaching that goes on in a school

All materials in the guide are organized according to the process a school would follow to begin using tasks. We understand, however, that no document can answer all questions that come up as schools begin to use tasks as part of a PBGR system. For this reason, we at the Rhode Island Skills Commission welcome your questions and requests for help. Our office can be reached at (401) 222-8416. You can reach us individually at:

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We wish you success as you begin to move towards a proficiency-based system!

The Rhode Island Skills Commission



Common Task Resource Guide

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What are Common Tasks?

A task is an opportunity for a student to demonstrate one or more proficiencies. Teachers assign all kinds of tasks—quizzes, exams, short papers, research papers, and term projects -- to get evidence about how well their students have acquired important skills and knowledge. All of these tasks are in everyday use in every school in the state.

As measures of a student's acquisition of particular knowledge or skills, tasks are an important part of the educational process. A student's performance on a task is evidence of whether or not that student meets a particular standard. Even if the student's performance on a task does not meet standard, the task provides clues that will help a teacher prepare the student to be successful on another, similar task. By providing evidence for teachers that helps them prepare all students, even those who have not, historically, been well served by the educational system, to reach a standard, tasks help close equity gaps and ensure that no student is left behind.

In most schools, individual teachers create tasks that are appropriate to what they are teaching in their classrooms. A common task, by contrast, is assigned across classrooms. Broad agreement within a school to use a task is essential for that task to become a common task.

However, using tasks across classrooms in a school or even more widely--across a district or across the state--means that the task must meet several criteria. First, the task must measure skills and knowledge that is agreed upon as important. This can be accomplished by aligning the task to district or state standards or expectations (Grade Level Expectations or Grade Span Expectations). In this case the task identifies that standard or expectation and the task prompt specifies a performance that requires the knowledge and skills described by the identified standard.

Second, the task must be administered under conditions that support all students. Written directions for the administration of the task that are carefully thought out and carefully followed are essential.

Carefully defined procedures for scoring the task are also important. For a task to be a fair assessment of a student's performance, everyone who scores a task must score it in a similar manner. To ensure this, teachers must have a common understanding of the performance that the task requires; the features of the task they are scoring (e. g., the organization of an essay); and the features of the task they are not scoring (e. g., handwriting). They must also have a common understand of how they score all these features.

To summarize, a common task meets the following three criteria:

1. It connects to a standard, /GLE, or /GSE that is endorsed by the district or the state These need not be district or state standards; they may be standards developed by professional associations or other organizations that are endorsed by the district or state
2. It includes a precise description of how it should be administered and is administered in a way that allows all students taking it the best chance of success. Tasks should also be designed and written to ensure that they are accessible to all students and trigger the best possible performance from all students
3. It is scored using protocols that allow multiple scorers to assess the same performance as similarly as possible and assign a score that accurately reflects the knowledge and skills of the student. These protocols

should include exercises that help teachers understand how scoring criteria are concretely applied to a range of performances

A Caution

The phrase “yield a score that accurately reflects the knowledge and skills of the student” in item three above should be used carefully because there is always the possibility that a specific performance on a task does not really represent the true proficiency of a student or that a scorer does not really understand what a student is doing in the task. The way a task is written or administered may confuse a student, or a student may misinterpret a word or phrase that throws the whole performance off. Or, the student may be disinclined to do the task, or be sick, or be distracted—all conditions that could result in an underperformance. Consequently, the score of any one task may not be an accurate reflection of a student’s true knowledge and skills and should always be balanced against other evidence about the student’s abilities.

Uses of Tasks

The awareness that task scores do not always accurately reflect a student’s abilities should be balanced by the fact that tasks, in general, have many useful purposes:

- Classroom teachers can use tasks to focus on what their students are learning, see how effectively they have been teaching and to identify what needs to be retaught. Thus they can see the progress of their class towards their curricular goals and can keep all students moving towards those goals. They can identify when students miss key concepts or lack important skills and address these issues
- Interdisciplinary teams of teachers can use tasks to see how well students are acquiring knowledge and skills that cut across subjects, such as the ability to analyze information and draw conclusions or to reason persuasively.
- Academic departments can use tasks to assess the acquisition of knowledge and skills the departments consider preeminently important. They can also identify gaps in skills and knowledge and change their curriculum, materials, scheduling, or instructional methods to address these gaps
- Schools can use tasks to gauge the progress of all students towards goals for learning. For example, a school might be committed to preparing all students to critically evaluate a piece of literature by the end of the tenth grade, by addressing such key components as plot, character, diction, setting, and use of symbolism. The school can then use the results of tasks to address curricular and instructional issues and improve the opportunities students have to acquire skills and knowledge.
- Districts can use tasks to analyze how well students are learning across their schools, spot areas of strength and weakness, and respond with technical assistance and other support
- Inter-district networks or the entire state can use tasks to identify how well students are learning across schools and use this information to inform districts and schools about areas of learning to which they need to pay attention

Tasks and Applied Learning

Tasks must describe the skills they assess as explicitly as possible. This, in turn, will shape what and how teachers teach. For example, learning some skills requires direct instruction while learning others requires opportunities for independent exploration

The newly developed Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs) in mathematics and English Language Arts will help clarify the kinds of skills students should learn in any discipline as well as the content they should learn that is specific to math and ELA. Newly developed material about applied learning expands on the skills students need and discusses tasks that measure the impact of instruction. In broad strokes, the following are the applied learning skills that teachers, schools, and districts should incorporate into their tasks:

- Critical thinking
- Problem solving
- Research
- Communication
- Reflection and evaluation

The Skills Commission draws the following parallels between these skills and the different kinds of tasks that can be used in schools (see the diagram *Pathways to Proficiency*):

- On-demand task: Requires that students use basic skills and knowledge to solve a problem and communicate the solution
- Extended task: Requires students to use basic skills and knowledge to solve a problem and communicate the solution as well as to use reflective, research, and consulting skills
- Mini-exhibition: Requires students to use basic skills and knowledge to solve a problem and communicate the solution as well as to use reflective, research, and consulting skills as well as to use own interests to define goals and own organization to achieve that goal
- Exhibition: Requires students to use basic skills and knowledge to solve a problem and communicate the solution as well as to use reflective, research, and consulting skills to locate and solve a problem in the community or add to the understanding of an issue or problem

Common tasks of the type listed above should include descriptions of the applied learning skills they assess. In general, the Skills Commission thinks of these different kinds of tasks—which measure different combinations of applied learning skills—as a progression. The least complex tasks are the on-demand tasks and high schools should work to ensure that their ninth graders have the skills and knowledge to meet standard on these tasks. Extended tasks require a more complex combination of applied learning skills and are more appropriate as a goal for tenth graders. The mini-capstone tasks require students to begin to use applied learning skills to pursue their own interests and lay the foundation for the capstone to be completed in the eleventh and twelfth grades.

Differences Between Kinds of Tasks

Introduction: This table shows the many differences that separate tasks as they are used for different purposes with different groups of students. The different kinds of tasks are all useful components of a school-wide assessment system. In a healthy school-wide assessment system, individual teachers develop and use tasks that meet less stringent conditions than the tasks they would develop as an academic department, an instructional team, a subject-alike group, or other group to assess student learning towards more commonly held goals. However, tasks developed for classroom use can be revised so that they meet the more stringent requirements of intra and inter school use. And, tasks that have been developed for intra and inter school use can be used for classroom purposes without following the protocols for administration and scoring.

Components	Tasks for Classroom Use	Tasks for department, school Use	Tasks for PBGR Use (“Common Tasks”)
Purpose	Provide useful and accurate information for guiding, refocusing, & differentiating instruction	Ensure fair, accurate, & useful assessments for all students, Detect missing opportunities to learn, Hold teachers accountable to instructing the curriculum, GSEs, Satisfy 50% performance based end of course exams, Practice for PBGR tasks and state assessments	Create credible (valid and reliable) evidence that students have developed proficiencies required for graduation, Anchor other school assessments, Create portfolio entries
Standards, expectations, targets	What students have been taught, Classroom targets for learning (proximal development), Course outcomes or benchmarks	School learner outcomes, content standards (nationally based or referenced)	NECAP GSEs, Applied learning expectations, Content standards (nationally based or referenced)
Teacher directions	Unwritten, based on teacher practice	Written and/or oral, uniform across all teachers	Written directions (meet written criteria for coverage and clarity)
Student directions	Written or oral, informal & interactive	Written & oral	Written directions (meet written criteria for coverage and clarity), Explained and discussed by teacher
Prompt	Written or oral	Written, possibly accompanied by explanation	Written (meets written criteria for interest, difficulty, bias, accessibility and clarity), Modified as appropriate

Differences Between Kinds of Common Tasks (continued)

Components	Classroom Use	Department, school use	PBGR use
Task criteria	Task content and presentation is appropriate to entire class	Task covers content all teachers agree to teach, task is in a format all students are familiar with, modifications are appropriately provided	Task meets explicit criteria for alignment, fairness, bias, accessibility, usefulness, etc.
Quality control process	Implicit standards & notions of appropriateness	Implicit and explicit guidelines for what makes a task fair, useful, accessible, Tasks developed by faculty or representative group	Trained task developers, calibrators, scorers Explicit guidelines for task development, administration, scoring, etc. Training for teachers in task development, calibration, scoring, etc. Quality checks built into task developmental process (self-review and peer review)
Follow-up	Revised & refocused instruction	Revised & refocused instruction Teacher professional development Curriculum development and revision, Common planning time focused by results, Departmental meetings to reflect on results	Revised & refocused instruction Teacher Professional development Curriculum development and revision, Common planning time focused by results, Departmental meetings to reflect on results
Evaluation	Based on teacher judgment, criteria sheet, teacher developed rubric	Common rubric used by all teachers, Calibration: agreement on rubric and applications within department or across school, Acceptable evidence of accurate/agreement in scoring (start with Skills model)	Rubric checked against criteria, formal calibration, Benchmark work, Process checks on inter-scorer agreement, Scoring notes from previous scoring sessions, Blind scoring

Multiple Uses of Tasks

Graduation By Proficiency: Demonstration of Proficiency Pathways Using Common Tasks

	Demonstrations of Proficiency			
	Portfolio	Exhibition	End-of-Course Exams	Certificate of Initial Mastery (CIM)
Pathways for Demonstration	<ul style="list-style-type: none"> A collection of evidence that a student has achieved the school's learning expectations and the state's required proficiencies Final evaluation by a panel of reviewers 	An extended project that is completed individually, judged by a jury, and demonstrates: <ul style="list-style-type: none"> Deep content knowledge Extensive research Connection to school's learner outcomes 	50% performance-based; connected to standards in 6 core subjects and applied learning: <ul style="list-style-type: none"> Task collectively developed Assessed using a common rubric by trained teachers 	A Portfolio of Evidence which includes: <ul style="list-style-type: none"> RI Skills Commission™ CIM Tasks in math and ELA, Evidence of teamwork, RI Skills Commission™ CIM Capstone project, NSRE results
On Demand Tasks: Students perform limited-time tasks that have a standard format; teachers score tasks in ways that ensure reliability (blind scoring, double scoring, using a rubric, calibrating).	Anchor Tasks such as RI Skills Commission™ tasks, standards-based common tasks	RI Skills Commission™ tasks or standards-based common tasks that provide multiple opportunities to practice exhibition requirements	Tasks or standards-based common tasks that assess collectively determined content area proficiencies	2 On Demand RI Skills Commission™ CIM ELA tasks 2 On Demand RI Skills Commission™ CIM Math Tasks
Extended Tasks: Students perform complex tasks over an extended time period (2-4 weeks) that have a standards format but require individual research, consultations, and revision of work. Teachers score tasks as above.	Anchor Tasks such as RI Skills Commission™ tasks, standards-based extended common tasks	RI Skills Commission™ tasks or standards-based common extended tasks that provide multiple opportunities to practice exhibition requirements	RI Skills Commission™ extended tasks or standards-based extended common tasks that assess collectively determined content area proficiencies	1 Extended ELA RI Skills Commission™ CIM task 1 Extended Math RI Skills Commission™ CIM task
Mini Applied Learning Tasks: A variety of student-selected project-based activities (see applied learning section of Regents Guidance). Teachers score these tasks using a rubric.	Student-selected tasks that provide multiple opportunities to practice such as RI Skills Commission™ tasks, standards-based applied learning common tasks.	RI Skills Commission™ mini applied learning tasks or mini-projects focusing on applied learning skills and based on student interest	RI Skills Commission™ mini applied learning tasks or mini-projects focusing on applied learning skills that assess collectively determined proficiencies	RI Skills Commission™ CIM Mini-Capstone tasks
Major Applied Learning Project: Students complete an extended piece of work on a topic of their choice. Students identify a topic or problem; gather and analyze information;	<ul style="list-style-type: none"> Culminating project in a specific content area RI Skills Commission™ Capstone Project Senior Project 	Juried evaluation of: <ul style="list-style-type: none"> RI Skills Commission™ Capstone Project Senior Project 	A series of performance tasks completed over time that demonstrate content and applied learning proficiency in a specific course	RI Skills Commission™ CIM Capstone project



propose a solution, make an oral presentation of their work; evaluate or reflect on their work. Juries or panels evaluate the work.		<ul style="list-style-type: none">– Senior exhibitions– Culminating project in a specific content area		
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Aligning Standards to Grade Span Expectations (GSEs)

What is the relation among standards, GSEs, curriculum, and instruction?

Standards describe what students need to know and be able to do. Another way to put this is that standards describe proficiencies.

In our state, the Board of Regents has endorsed the New Standards Performance Standards at grades 4, 8 and 10 as the basis for the state assessments. New Standards Performance Standards also exist for Applied Learning and Science, but these are not assessed.

The Grade Span Equivalents (GSEs) create a more fine-grained description of the steps that students need to take as they work toward the standards. If standards are platforms at different heights, GSEs are the steps between platforms. The focus of the GSEs is on specific aspects of reading, writing, oral communication, and mathematics.

Curriculum incorporates the GSEs and creates an even more continuous path between standards and GSEs. This path is used to guide instruction. Curriculum can guide instruction very tightly (a “thick” curriculum) or loosely (a “thin” curriculum). In either case, a standards-based curriculum generates instruction that supports students in developing the content knowledge and proficiencies described by the standards.

Instruction that results in proficiencies includes a mixture of teaching techniques—direct instruction, practice, peer review and discussion, research, and re-teaching. Assessment of student progress toward targeted proficiencies and re-focusing of instruction for improved student achievement is another important teaching technique.

As described above, there is a straightforward relationship between the standards and the GSEs. However, this relationship is not always obvious. Consequently, we need to be sure that we always trace the relationship from standards to GSEs for every task that we write. This ensures that the task is based in a standard and is therefore educationally important. It should also help teachers decide how to embed the task in their curriculum and institution.

GSEs are designed to guide the development of an assessment system. They define the skills to be assessed in reading, writing, oral communication, and mathematics across all grades. For this reason, they will be used to guide the development of curriculum but they are not, in themselves, curriculum documents. Much should be taught that will not be assessed by the GSEs, but everything described by the GSEs should be taught.

English Language Arts New Standards Performance Standards and Grade Span Expectations Crosswalk

New Standards Performance Standards	Grade Span Expectations
E1a: Reads at least 25 books	R-14
E1b: Reads and comprehends at least four book	R-4, R-5, R-6, R-8, R-16 (implicit in R-3, R-11, R-12, R-13)
E1c: Reads and comprehends informational materials	R-7, R-8 (implicit in R-3, R-11, R-12, R-13)
*E2a: Produces a report	W-2, W-3, W-6, W-7, W-8 (implicit in W-1, W-9)
*E2b: Produces a response to literature	W-2, W-3 (implicit in W-1, W-9; could be in W-6, W-7, W-8, depending on the task)
*E2c: Produces a narrative account	W-4, W-5 (implicit in W-1, W-9)
*E2d: Produces narrative procedure	W-6, W-7, W-8 (implicit in W-1, W-9)
*E2e: Produces a persuasive essay	W-6, W-7, W-8 (implicit in W-1, W-9; could also be in W-2, W-3, depending on the task)
*E2f: Produces a reflective essay	W-14 (implicit in W-1, W-9)
E3a: Participates in one-to-one conferences	OC-1
E3b: Participates in group meetings	OC-1
E3c: Prepares and delivers an individual presentation	OC-2
E3d: Makes informed judgments about television, radio and film productions	OC-1, OC-2
E3e: Listens to and analyzes a public speaking performance	OC-1, OC-2

New Standards Performance Standards	Grade Span Expectations
E4a: Independently and habitually demonstrates an understanding of the rules of the English language	W-1, W-9
E4b: Analyzes and subsequently revises work	W-10 (implicit in W-11)
E5a: Responds to non-fiction, fiction, poetry, and drama	R-4, R-5, R-6, R-16 (implicit in R-2, R-3, R-11; could be in R-15, depending on task)
E5b: Produces work in at least one literary genre	(implicit in W-1, W-9, W-10, W-11; could be in W-4, W-5, W-12, W-13, depending on task)
E6a: The student critiques public documents	R-7, R-8 (implicit in R-2, R-3, R-11; could be R-15 depending on the task)
E6b: The student produces public documents	W-6, W-7, W-8 (implicit in W-1, W-9, W-10, W-11; could be in W-2, W-3, depending on task)
E7a: The student critiques functional documents	R-7, R-8 (implicit in R-2, R-3, R-11; Could be R-15 depending on task)
E7b: The student produces functional documents	W-6, W-7, W-8 (implicit in W-1, W-9, W-10, W-11; could be W-2, W-3 depending on task)

All GSEs refer to the tenth grade

R=reading; W=writing, OC=oral communication

*Note: For any of E2, if reading is involved in the task, the reading stems could also be assessed, depending on the demands of the task.

Math New Standards Performance Standards and GSE Crosswalk

This crosswalk was prepared based on the 2004-05 Skills Commission tasks and will be updated periodically as more tasks are developed.

New Standards Performance Standards	Grade Span Expectations
M2a: Models situations geometrically to formulate and solve problems	
M2b: Works with 2 and 3-dimensional figures and their properties, including polygons and circles, cubes and pyramids, and cylinders, cones, and spheres.	M (G&M) 10-2 Uses the attributes, geometric properties, or theorems involving angles, lines and polygons to justify solutions to problems using geometric properties, attributes, theorems, and postulates.
M2c: Uses congruence and similarity in describing relationships between figures	
M2d: Visualizes objects, paths, and regions in space, including intersections and cross sections of 3-dimensional figures, and describes these using geometric language	
M2e: knows, uses, and derives formulas for perimeter, circumference, area, surface area, and volume of many types of figures.	M (G&M) 10-6 The student demonstrates conceptual understanding of area of two-dimensional figures in problem-solving situations using appropriate units of measure.
M2f: Uses the Pythagorean Theorem in many types of situations, and works through more than one proof of this theorem	M (G&M) 10-2 The student uses the attributes of the Pythagorean Theorem to solve problems and to justify solutions.
M2g: Works with similar triangles, and extends the ideas to include simple uses of the three basic trigonometric functions	
M2h: Analyzes figures in terms of their symmetries using, for example, concepts of reflection, rotation, and translation	
M2i: Compares slope and angle of elevation as measures of steepness.	
M2j: Investigates geometric patterns, including sequences of growing shapes.	
M2k: Works with geometric measures of length, area, volume, and angle: an non-geometric measures such as weight and time	M (G&M) 10-6 Solves problems involving volume of prisms, cylinders, and cones using appropriate units of measure.
M2l: Uses quotient measures, such as speed and density, that give “per unit” amounts; and uses product measures, such as person-hours.	
M2m: Understands the structure of standard measurement, both SI and customary, including unit conversions and dimensional analysis.	M (G&M) 10-7 Uses units of measures appropriately and makes conversions within or across systems.
M2n: Solves problems involving scale, such as in maps and diagrams.	M (G&M) 10-7 Uses units of measures appropriately and makes conversions within or across systems.
M2o: Represents geometric curves and graphs of functions in standard coordinate systems.	
M2p: Analyzes geometric figures and proves simple things about them using deductive methods.	
M2q: Explores geometry using computer programs such as CAD software, Sketchpad programs, or LOGO	

Math New Standards Performance Standards and GSE Crosswalk

New Standards Performance Standards	Grade Span Expectations
M3a: Models given situations with formulas and functions, and interprets given formulas and functions in terms of situations.	M (F&A) 10-3 Demonstrates conceptual understanding of algebraic expressions by translating problem situations into algebraic expressions.
M3b: Describes, generalizes, and uses basic types of functions: linear, exponential, power, rational, square and square root, and cube and cube root.	M (F&A) 10-3 Demonstrates conceptual understanding of algebraic expressions, by solving problems involving algebraic expressions (polynomial, rational, integer exponents, square roots, or absolute values) and by translating problem situations into algebraic expressions.
M3c: Utilizes the concepts of slope, evaluation, and inverse in working with functions	M (G&M) 10-8 Demonstrates understanding of spatial relationships using location and position by solving problems on the coordinate plane involving perpendicular and parallel lines and slope.
M3d: Works with rates of many kinds, expressed numerically, symbolically, and graphically.	
M3e: Represents constant rates as the slope of a straight-line graph, and interprets slope as the amount of one quantity (y) per unit amount of another (x).	
M3f: Understands and uses linear functions as a mathematical representation of proportional relationships.	M (F&A) 10-1 Identifies and extends to specific cases a variety of patterns and functions represented in graphs and in problem situations, and expresses generalizations of linear relationships and functions.
M3g: Uses arithmetic sequences and geometric sequences and their sums, and sees these as the discrete forms of linear and exponential functions, respectively.	
M3h: Defines, uses and manipulates expressions involving variables, parameters, constants, and unknowns in work with formulas, functions, equations, and inequalities.	M (F&M) 10-4 Demonstrates conceptual understanding of equality by solving multi-step linear equations.
M3i: Represents functional relationships in formulas, tables, and graphs, and translates between pairs of these.	
M3j: Solves equations symbolically, graphically, and numerically, especially linear, quadratic, and exponential equations; and knows how to use the quadratic formula for solving quadratic equations.	M (F&A) 10-4 Demonstrates conceptual understanding of equality by solving multi-step linear equations
M3k: Makes predictions by interpolating or extrapolating from given data or a given graph.	M (DSP) 10-1 Interprets (interpolates or extrapolates) a given representation
M3l: Understands the basic algebraic structure of number systems.	
M3m: Uses equations to represent curves such as lines, circles, and parabolas.	
M3n: Uses technology such as graphics calculators to represent and analyze functions and their graphs.	
M3o: Uses functions to analyze patterns and represent their structure.	

Math New Standards Performance Standards and GSE Crosswalk

New Standards Performance Standards	Grade Span Expectations
M4a: Organizes, analyzes, and displays single variable data, choosing appropriate frequency distribution, circle graphs, line plots, histograms, and summary statistics.	M (DSP) 10-4 Analyzes distributions in univariate data by using measures of central tendency.
M4b: Organizes, analyzes, and displays two-variable data using scatter plots, estimated regression lines, and computer generated regression lines and correlation coefficients.	
M4c: Uses sampling techniques to draw inferences about large populations.	
M4d: Understands that making an inference about a population from a sample always involves uncertainty and that the role of statistics is to estimate the size of that uncertainty.	M (SP) 10-6 In response to a question, decides the most effective method and sampling techniques to analyze the data necessary to draw conclusions about the questions being tested while considering the limitations of the data that could affect interpretations and makes predictions and connections to real-world situations.
M4e: Formulates hypotheses to answer a question and uses data to test hypotheses.	
M4f: Interprets representations of data, compares distributions of data, and critiques conclusions and the use of statistics, both in school materials and in public documents.	
M4g: Explores questions of experimental design, use of control groups, and reliability.	
M4h: Creates and uses models of probabilistic situations and understands the role of assumptions in this process.	
M4i: Uses concepts such as equally likely, sample space, outcome, and event in analyzing situations involving chance.	
M4j: Constructs appropriate sample spaces, and applies the addition and multiplication principles for probabilities.	
M4k: Uses the concept of a probability distribution to discuss whether an event is rare or reasonably likely.	
M4l: Chooses an appropriate probability model and uses it to arrive at a theoretical probability for a chance event.	
M4m: Uses relative frequencies based on empirical data to arrive at an experimental probability for a chance event.	
M4n: Designs simulations including Monte Carlo simulations to estimate probabilities.	
M4o: Works with the normal distribution in some of its basic applications.	

Math New Standards Performance Standards and Applied Learning Standards Crosswalk

New Standards Applied Learning Standards	New Standards Applied Math Standards
A1a: Designs and creates a product, service, or system to meet identified need	
A1b: Troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation	
A1c: Plans and organizes and event or an activity	
A2a: Makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter	
A2b: Prepares a formal written proposal or report to an organization beyond the school	
A2c: Develops a multi-media presentation, combining text, images, and/or sound	
A3a: Gathers information to assist in completing project work	
A3b: Uses on-line sources to exchange information for specific purposes	
A3c: Uses word-processing software to produce a multi-page document	
A3d: Writes, adds content to, and analyzes a data base program that uses a relational data base	
A3e: Creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs	
A4a: Learns from models	
A4b: Reviews his or her own progress in completing work activities and adjusts priorities as needed to meet deadlines	
A4c: Evaluates his or her performance	
A5a: Participates in the establishment and operation of self-directed work teams	
A5b: Plans and carries out a strategy for including at least one new member in a work program	
A5c: Completes a task in response to a commission from a client	

Aligning High School Learner Outcomes With the Rhode Island Applied Learning Proficiencies

The left-hand column in the table below shows the applied learning proficiencies described in the current High School Diploma System. Since your school's learner outcomes are intended to define your curriculum and directly influence what your students learn, it is a good idea to make sure that your learner outcomes cover all the applied learning proficiencies. In order to see what kind of coverage you have, write the learner outcome(s) that match the applied learning proficiencies in the appropriate box on the right. If you have learner outcomes that do not match the applied learning proficiencies, write them in one of the boxes that is empty in the right hand column.

<i>Applied Learning Proficiencies (from the HIGH SCHOOL DIPLOMA SYSTEM Technical Assistance Bulletin)</i>	High School Learner Outcomes
Problem solving: the student formulates core questions and concerns about topics or areas of interest and organizes and conducts a process to create an intellectual or physical product, hold an event, conduct a process or otherwise move towards the solution of the identified issue or problem.	
Critical thinking: the student analyzes a piece of work and detects incompleteness, inconsistency and opportunities for expansion of ideas, products, procedures, etc.	
Research: in which the student uses information tools and technology to learn and deepen his or her understanding about a topic or area of interest.	
Communication (oral or written): the student questions, informs, and learns from others.	
Reflection and evaluation: the student reviews and thinks critically about their past activities and plans for the future.	

Developing Common Tasks

In this section, you will find information about how to develop common tasks. There are several standards and outcomes to consider when creating common tasks. We have tried to explain how to incorporate each of these elements in the documents below.

Writing Tasks

Task writing is a useful skill for any teacher. Tasks can test students in ways that are clearly connected to standards and curriculum and provide feedback for teachers that will strengthen instruction.

Tasks connect and provide feedback in the following ways:

- By clearly connecting to standards (and GSEs) as well as curriculum. Well-written tasks create a higher level of coherence within and between classrooms in a school (and across schools)
- By clearly stating what it is they assess. This message gets communicated by the standards behind a task, the task prompt, and by the rubric used to score the task. When what the task assesses is stated up front, students have a better chance of understanding what they need to learn and teachers have a guide for instruction
- By providing consistent information. Since tasks use rubrics, each student's work is assessed according to the same set of explicitly stated criteria
- By providing feedback to students that can guide them to learn the proficiencies tested by the task. The implicit message in a scored task is that the student should go back and develop the proficiencies that are not at standard
- By providing feedback to teachers that can be used to help students meet standards the next time they perform a similar task. The rubric of a task should provide detailed information about how a teacher can re-teach the proficiencies on a task

How do teachers write a good task? In several different ways. The following are some techniques the Rhode Island Skills Commission uses in its network.

Use old tasks to create new tasks. We call this cloning and have created materials that describe the process. Although there are difficulties with this method, changing the prompt in a task without changing the task is the easiest way to create a new, usable task. Its drawback is that it assesses only what the original task assesses. To assess different knowledge and skills, a school must write a new task.

Expand an on-demand task to create an extended task. Often, students become interested in an on-demand task and want to do further work in the area (see the on-demand and extended rubrics for the related "TV Violence" tasks). Some of the ways students can expand on their work is to do research, interview people, and write reports. Extended tasks enable teachers and students to work on more complex, long-term projects.

The following are standards that may be met when a student expands an on-demand task into an extended task:

- Produces a report (E2a)
- Produces a persuasive essay (E2e)
- Prepares and delivers an individual presentation (E3c)
- Analyzes and subsequently revises work (E4b)
- Gathers information to assist in completing project work (A3a):
- Uses word-processing software to produce a multi-page report (A3c);
- Reviews his or her own progress in completing work activities and adjusts priorities as needed to meet deadlines (A4b)

These are some of the standards that have been addressed in the past. The new GSEs present additional opportunities for creating extended tasks.

Tasks with a particular focus on applied learning steps

These tasks break down large pieces of extended work into smaller tasks.

When students embark on complex projects (senior projects, science fair projects, research papers, etc.) they often go through a series of steps that are common to all forms of complex work. They:

- Identify a question, issue, or problem, of interest (A1b: E2a: E3a, etc.)
- Gather and analyze information that focuses and informs the initial interest (A2a: A3a: A3b, etc.)
- Use the focused interest to organize a process that will develop understanding and expertise in the area of interest (A1c: A4b: A4c, etc.)
- Reach conclusions, recommendations, proposals, etc. based on new information and expertise (E6b: E7b: A2b, etc.)
- Present findings to a range of audiences to inform them and advocate further action (A2a: A2b: A2c, etc.)

While the steps outlined above may be common to most student work, the content of the work will vary from student to student. Consequently, tasks developed to assess this kind of proficiency will be content-free until the student supplies the content. Once that is done, the tasks will be assessed by people with expertise both in the process described by the task and with the subject-area of the task.

Write new tasks. In some ways, this is the hardest way to generate tasks. Before setting off in this direction, a school must decide in which areas it most needs to develop new tasks. Once this decision is made and task creation begins, keep in mind the following characteristics of tasks that accurately measure proficiency.

1. The task is aligned to an agreed upon standard, expectation, or GSE
2. The task clearly specifies what the student needs to know and be able to do
3. The task includes scoring criteria that clearly define the ways in which a student must be proficient to meet standard. When developing a new task, target skills and knowledge described by an identifiable standard or expectation. Since the completed task will form the basis for an assessment of a student's knowledge and skills, check with those who are conversant with the knowledge and skills being measured to ensure that the task is an effective assessment

4. The task describes the difference between proficiency levels (e. g., the difference between meeting standard and nearly meeting standard)
5. Requirements for successful completion of the task are clearly articulated and relate directly to the knowledge and skills the task assesses

The following guidelines are also helpful in the development of new tasks:

1. When reviewing a prompt, be sure it clearly describes what a student must do to demonstrate proficiency. Instructions for the task should be easy for any student embarking on the task to understand. . The best way to find out whether a prompt and other instructions are clear is to ask students to read the prompt and instructions and describe what they think they mean.
2. Make sure that the scoring criteria for assessing the task are components of the knowledge and skills being measured. When developing criteria, consult with colleagues conversant in the knowledge and skills being assessed.
3. In order to clearly describe the difference between proficiency levels (e. g., the difference between meeting standard and nearly meeting standard), it is important to describe what students actually do at each performance level. Avoid qualifiers like “some”, “skillfully”, “sometimes”. For further help, see the document “Guidelines for Judging Rubrics”.
4. The language of tasks should be as simple and straightforward as possible. Instructions should be clear and concise and the elements of the task should be obviously connected.
4. Consult the NSPS document for examples of tasks students might perform to meet specific standards.

These guidelines do not ensure a perfect task. But it will help assure that it begins to do the things that good tasks do. In fact, probably no task is ever perfect. But some tasks are more useful than others, and the distinction between those that are useful and those that are not is sometimes rather fine (see the documents “Judging the Validity of a Task”). Make sure teachers have time to review tasks and to improve them over time. The best way to ensure that tasks improve is for colleagues—both within a school and in the Skills Network— to collaborate in on-going review.



Common Task Template

Teachers creating common tasks should consider the following as essential components of a standards-based task. For an explanation of each box, please refer to the description above of the step indicated in each box.

CONTENT/PERFORMANCE STANDARDS AND INDICATORS	GRADE SPAN EXPECTATIONS (as applicable)
See step 1	See step 1

TEACHER DIRECTIONS

See steps 5 and 9

STUDENT DIRECTIONS

See steps 2 and 9

PROMPT

See steps 5, 6, and 9

EVALUATION RUBRIC

See steps 2, 3, 4, 5, 7, and 8

Tips for Cloning

Cloning -- replacing an old prompt with a new one -- is a relatively simple approach to creating a new task. . The following are guidelines for successfully cloning a task.

- Think about the standard or the GSE to which the prompt is connected. What different work might students undertake to demonstrate the knowledge and skills described there? Since the standards and GSEs are broad, a variety of ways to demonstrate proficiency may be available.
- Reflect on teaching experiences during the last year and try to remember activities that have been particularly successful with students. Thinking about what made these activities successful create an awareness of the kind of prompt that would be interesting to the widest possible range of students. Remember, an interested student is far more likely to do good work than one who is not.
- Clearly define what the prompt will ask students to do. Remember, prompts always ask students to do something with what they have learned. So it is important to know what prior knowledge) students will be asked to apply, and how they will be asked to apply it. Answering these two questions is a precondition for writing a good prompt.
- Strip the prompt down to bare essentials: do not be chatty, do not clutter the prompt up with details that are distracting or—worse yet—confusing. Prompts posed with complex language or reflecting cultural differences can make it difficult for students to demonstrate what they know.
- Be prepared: bring materials, references, and other artifacts that might be useful in writing the prompt. Often the materials themselves provide insight and inspiration.
- Make sure the prompt challenges students to thoughtfully, inventively, and carefully use what they know.

Guidelines for Evaluating Prompts

When cloning a task, task developers should be aware that every new prompt creates a challenge that is inevitably different from the old challenge. The question is how different is the new prompt, and in what way is it different? For example, does the new prompt require the exercise of different skills and knowledge from the old prompt? If so, then the new prompt may create what is actually a new task. If the new prompt requires the same proficiency as the old prompt, then the question is whether the surface differences in the prompt create meaningful differences between the new and the old prompt. If so, do these surface differences in the new prompt affect the difficulty of the task? Do they create a higher or lower level of interest in the task? And, very importantly, do they create advantages for some students?

Check list for team discussion

- _ Does the new prompt align to the same standard(s) and indicator(s) as the old prompt?
- _ Are the expectations of the new prompt different from those of the old prompt?
- _ Does the prompt contain material that students from one cultural, linguistic, or gender group are likely to be either particularly familiar with or unfamiliar with?
- _ Does the prompt ask students to do things that they are unlikely to have done before or have an aversion to doing based on background, culture, or gender?
- _ Is the prompt free of cultural, ethnic, gender, and racial stereotypes?
- _ Is the prompt likely to create a high level of interest for all students?
- _ Does the prompt create a level of intellectual challenge that is equivalent to the level of challenge of the old prompt or alternative prompts?
- _ Does the prompt ask for a performance that can reasonably be completed under the conditions specified by the task?
- _ Does the prompt address the higher level thinking skills of the standard(s) cited?
- _ Is the prompt language clear and accessible to students?

Rubric Template

Instructions to teachers: Read this carefully before you begin to write your rubric. The entries in the cells of this table give a general explanation of what kinds of performances your rubric measures. The “Expectations” column should clearly connect to NSPS, GSEs or national standards when appropriate and reflect the specific requirements of the prompt.

EXPECTATIONS AND STANDARDS	EXCEEDS STANDARDS 4	MEETS STANDARD 3	NEARLY MEETS STANDARD 2	BELOW STANDARD 1	LITTLE OR NO EVIDENCE OF STANDARD 0
This column lists each standard and describes the indicators for the task. Each row measures a portion of the task to be scored.	This column describes the indicators that exceed the standard and measure a four	This column describes the indicators that meet the standard and measure a three	This column describes the indicators that almost meet the standard. Some indicators are missing resulting in a measure of two	This column describes some indicators and effort. But significant indicators are missing resulting in a measure of one	This column suggests that student is off-task or has shown no evidence of completing the task resulting in a measure of zero
			Coaching without reteaching necessary for student to meet standard	Reteaching necessary for student to meet standard	Ramp-up programming or other intensive intervention necessary for student to meet standard
EXAMPLE: M3h – Defines, uses, and manipulates expressions involving variables, in work with formulas, functions, equations...	Student provides more than one correct formulation to describe the problem and provides an explanation.	Student shows evidence of ability to manipulate equations involving variables and shows steps to reach a conclusion.	Student is unable to transform and use a formula when working in both directions.	Student attempts to manipulate the equation, but is unable to do so successfully. Does not show steps.	Student is unable to use a formula.

Suggestions For Using Certificate of Initial Mastery ELA Generic Rubrics as School-Wide Cross-Discipline Rubrics

Introduction

High schools are encouraged by SALT, NEASC, and the new proficiency-based graduation requirements to utilize common rubrics for instruction and assessment across disciplines.

With this in mind, the attached ELA rubrics have been developed to be as generic as possible, using both New Standards Performance Standards and Rhode Island Grade Span Expectations for reading, writing, and oral communication. High schools may adopt these rubrics to use across all disciplines. Teachers should be trained in using these rubrics to assist them in developing instructional plans and assessments.

Cross-discipline rubrics accustom students to common expectations across disciplines and to connecting performance to a particular standard or GSE.

Please remember that rubrics are always a work in progress, and these rubrics are no exception. Depending upon the nature of the assessment, teachers may decide to add indicators to these rubrics to enhance performance or raise expectations.

The next few pages contain the 2004-2005 generic rubrics developed by the Rhode Island Skills Commission. We suggest you contact the Skills Commission for copies of the most recent version of these generic rubrics.



Response to Literature – Prose—Generic Rubric

Connections between New Standards Performance Standards and Rhode Island Grade Span Expectations

New Standards Performance Standard	Rhode Island Grade Span Expectation
<p>E2b The student produces a response to literature that:</p> <ul style="list-style-type: none">Engages the reader through establishing a context and otherwise developing reader interest;Advances a judgment that is interpretive, analytic, evaluative, or reflective;Supports a judgment through references to text, references to other works, authors, or non print media, or references to personal knowledge;Demonstrates understanding of the literary work through suggesting an interpretation;Anticipates and answers the reader’s questions;Provides a sense of closure to the writing.	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. A summary of the indicators is listed below.</p> <p>W–10–2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...(W–10–2.3) Making connections</p> <p>W-10-3 In response to literary or informational text, students make and support analytical judgments about text by... (W-10-3.1a-3.4) Focus/Thesis Make inferences Using details and text references Organize ideas</p>
<p>E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student:</p> <ul style="list-style-type: none">Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism.Evaluates the impact of author’s decisions regarding word choice, style, content, and literary elements.	<p>R–10–4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5) R–10–5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...(R-10-5.4-5.5) R–10–6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1) R–10–16 Generate a personal response to what is read through a variety of means...(R-10-16.1-16.2)</p>
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W–10–1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1-1.2) Identified sentence structure Paragraph structures Organizational structures Applying Text Structure W–10–9 In independent writing, students demonstrate command of appropriate English conventions by...(W-10-9.1-9-5) Grammar, Capitalization, Punctuation, Spelling</p>

Response to Literature – Prose – Generic Rubric

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages and orients reader	Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc. Establishes a context. Advances a provocative thesis that addresses the prompt.	Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc. Establishes a context. Advances a valid thesis that addresses the prompt.	Attempts to hook the reader, but strategies used ineffectively. Attempts to establish the context. Attempts to advance a thesis that addresses the prompt.	Weak, and/or confusing attempt to hook the reader. Incomplete or inaccurate context. And/or Weak, confusing, or inaccurate thesis that does not address the prompt.	No attempt to hook reader. Fails to establish context. And/or Fails to advance a thesis that addresses the prompt.
* Interprets text and provides appropriate evidence	Skillfully supports complex and insightful judgments with ample and appropriate references to the text. Skillfully interprets references. Anticipates and addresses reader’s questions about textual ambiguities.	Effectively supports valid judgments with references to the text. Effectively interprets references. Anticipates and addresses the reader’s questions through recognition of about textual ambiguities.	Attempts to support valid judgments but lacks evidence. Attempts interpretation but lacks clarity or accuracy. Attempts to address reader’s questions about ambiguities.	Most judgments are not supported with valid or clear evidence. Most interpretations are inaccurate. Few or inaccurate attempts to address reader’s questions about ambiguities.	Judgments were not supported. Little or no interpretation attempted. Reader’s questions are not addressed.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments

Score _____ Scorer’s Initials _____



Narrative Essay Generic Rubric

Connections between New Standards Performance Standards and Rhode Island Grade Span Expectations

New Standards Performance Standard:	Rhode Island Grade Span Expectation:
<p>E2c The student produces a narrative account that:</p> <ul style="list-style-type: none">Engages the reader by establishing a context;Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);Creates an organizing structure appropriate to purpose, audience, and context;Includes sensory details and concrete language to develop plot and character;Uses a range of appropriate strategies such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g. movement, gestures, expressions;Provides a sense of closure to the writing.	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-4 In written narratives, students organize and relate a story line/plot/series of events by... (W-10-4.1 to 4.6) A summary of the indicators is listed below.</p> <ul style="list-style-type: none">Create story lineEstablish contextUse transitional devicesUse literary devicesThemeClosure <p>W-10-5 Students demonstrate use of narrative strategies to engage the reader by...(W-10-5.1 to 5.6)</p> <ul style="list-style-type: none">Descriptive detailsDialogueCharactersVoiceMaintain focusControlling pace
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1 to 1.4)</p> <ul style="list-style-type: none">Varied sentence structureParagraph structuresOrganizational structuresApplying text structure <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by... (W-10-9.1 to 9.4)</p> <ul style="list-style-type: none">GrammarCapitalizationPunctuationSpelling

Narrative Essay Generic Rubric

This rubric explains the elements of the prompt, standards and GSEs that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully establishes a context that addresses the prompt and engages the reader.</p> <p>Skillfully establishes a situation including character, plot, point of view, setting, and/or conflict.</p>	<p>Clearly establishes a context that addresses the prompt and engages the reader.</p> <p>Clearly establishes a situation including character, plot, point of view, setting, and/or conflict.</p>	<p>Context is not clearly established and/or does not fully address the prompt.</p> <p>Lacks evidence of one or more of the following: character, plot, point of view, setting, and/or conflict.</p>	<p>Context is incoherent or causes confusion and/or ineffectively addresses the prompt.</p> <p>Lacks evidence of most of the following: character, plot, point of view, setting, characterization and/or conflict.</p>	<p>Fails to establish a situation that addresses the prompt or the elements of a narrative.</p>
<p>*</p> <p>Uses a range of writing strategies</p>	<p>Skillfully uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action, e.g. movement, gestures, expression.</p> <p>OR</p> <p>Masterfully uses a more limited range of writing strategies.</p> <p>Thoroughly maintains focus.</p> <p>Effectively employs sensory details and concrete language to develop plot and character.</p>	<p>Uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action.</p> <p>OR</p> <p>Effectively uses a more limited range of writing strategies.</p> <p>Maintains focus.</p> <p>Employs sensory details and concrete language to develop plot and character.</p>	<p>Attempts to employ a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action</p> <p>OR</p> <p>Ineffectively uses a limited range of writing strategies.</p> <p>Attempts to maintain focus.</p> <p>Attempts to use sensory details and concrete language to develop plot and character.</p>	<p>Writing strategies are used ineffectively.</p> <p>Lacks focus.</p> <p>Little use of sensory details and concrete language to develop plot and character.</p>	<p>There is no attempt to use a range of writing strategies.</p> <p>No focus.</p> <p>No use of sensory details or concrete language to develop plot and character.</p>
<p>Creates an organizing structure</p>	<p>The narrative is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The narrative is clearly organized from beginning to end. This includes an opening, body, and closure.</p>	<p>The narrative includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Response to Literature – Poetry – Generic Rubric

Connections between New Standards Performance Standards and Rhode Island Grade Span Expectations

New Standards Performance Standard

<p>E2b The student produces a response to literature that: Engages the reader through establishing a context and otherwise developing reader interest; Advances a judgment that is interpretive, analytic, evaluative, or reflective; Supports a judgment through references to text, references to other works, authors, or non print media, or references to personal knowledge; Demonstrates understanding of the literary work through suggesting an interpretation; Anticipates and answers the reader’s questions; Provides a sense of closure to the writing.</p>	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. A summary of the indicators is listed below.</p> <p>W–10–2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...(W–10–2.3) Making connections</p> <p>W–10–3 In response to literary or informational text, students make and support analytical judgments about text by...(W–10–3.1a-3.4) Focus/Thesis Make inferences Using details and text references Organize ideas</p>
<p>E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student: Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism. Evaluates the impact of author’s decisions regarding word choice, style, content, and literary elements.</p>	<p>R–10–4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5) R–10–5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...(R-10-5.4-5.5) R–10–6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1) R–10–16 Generate a personal response to what is read through a variety of means...(R-10-16.1-16.2)</p>
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W–10–1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1-1.2) Varied sentence structure Paragraph structures Organizational structures Applying Text Structure W – 10 – 9 In independent writing, students demonstrate command of appropriate English conventions by...(W-10-9.1-9-5) Grammar, Capitalization, Punctuation, Spelling</p>

Response to Literature – Poetry -- Generic Rubric

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages and orients the reader	Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc. Establishes a context. Advances a provocative thesis based on the prompt.	Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc. Establishes a context. Clearly establishes a valid thesis based on the prompt.	Attempts to hook the reader, but strategies used ineffectively. Attempts to establish the context. Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.	Weak, and/or confusing attempt to hook the reader. Incomplete or inaccurate context. And/or Establishes a weak, confusing, and/or inaccurate thesis that does not address the prompt.	No attempt to hook reader. Fails to establish context. And/or Fails to establish a thesis that addresses the prompt.
* Identifies and interprets theme and literary devices	Skillfully supports complex judgments using specific details and references to the poem to support the thesis. Identifies and skillfully interprets several different literary devices in relation to prompt.	Effectively supports valid judgments using specific details and references to the poem to support the thesis. Identifies and accurately interprets the appropriate literary devices in relation to prompt.	Partially supports valid judgments using specific details and references to the poem to support the thesis. Attempts to interpret literary devices in relation to prompt. May include an inaccurate interpretation.	Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate. Identifies and interprets few literary devices in relation to prompt. May include several inaccurate interpretations.	Little or no evidence to support judgment and/or inaccurate interpretation. Fails to identify or interpret literary devices in relation to the prompt. Interpretations are inaccurate.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Persuasive Essay Generic Rubric

Connections between NSPS and Rhode Island Grade Span Expectations

New Standards Performance Standards

RI Grade Span Expectations

- **E2e The student produces a persuasive essay that:**
 - Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
 - Develops a controlling idea that makes a clear and knowledgeable judgment;
 - Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
 - Includes appropriate information and arguments;
 - Excludes information and arguments that are irrelevant;
 - Anticipates and addresses reader concerns and counter-arguments;
 - Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
 - Provides a sense of closure to writing.
-
- **E4a The student independently and habitually demonstrates an understanding of the rules of the English language** in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. A summary of the indicators is listed below.

- **W-10-6** In informational writing, students organize ideas/ concepts by ...W-10-6.1to 10-6.4
 - Use of text structure
 - Set context
 - Transition words or phrases
 - Conclusions
- **W-10 7** In informational writing, students effectively convey purpose by... (W-10-7.2 to 10-7.5)
 - Maintain focus
 - Audience
 - Voice
 - Descriptive language
- **W-10-8** In informational writing, students demonstrate use of range of elaboration strategies by ...10-8.2-8.5
 - Relevant facts/details
 - Depth of information
 - Address reader
 - Significance of information
- **W-10-9** In independent writing, students demonstrate command of appropriate English conventions by ...10-9.1, 9.2, 9.4, 9.5
 - Grammar, Capitalization, Punctuation, Spelling
- **W-10-1** Students demonstrate command of the structures of sentences, paragraphs and text by... (W 10.1.1-1.4)
 - Varied sentence structure
 - Paragraph structures
 - Organizational structures
 - Applying Text Structure



Persuasive Essay Generic Rubric

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages and orients reader	Skillfully establishes a context and engages the reader. Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.	Clearly establishes a context and engages the reader. Advances a valid thesis/develops a controlling idea that addresses the prompt.	Attempts to establish context and engage the reader; however, introduction is not entirely clear. Advances an incomplete thesis/controlling idea in relation to the prompt.	Attempts to establish context, but is weak and/or confusing. Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.	Fails to establish context. Lacks a thesis or controlling idea in relation to the prompt.
* Provides evidence/ analysis	Effectively supports valid arguments with detailed evidence, citing sources of information when appropriate. Analyzes evidence in relation to the thesis. Addresses several counterpoints and advances respective rebuttals. Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.	Supports valid arguments with detailed evidence, citing sources of information when appropriate. Analyzes evidence in relation to the thesis. Addresses at least one counterpoint and advances a respective rebuttal. Uses at least one strategy to persuade, e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.	Attempts to support arguments, but some evidence lacks clarity, accuracy or correct citation. Lacks clarity in analysis. Lacks a clear counterpoint and/or rebuttal. Uses unclear or ineffective strategies to persuade.	Most arguments are not supported with valid or clear evidence. Most interpretations are inaccurate and/or not correctly cited. Little or no attempt at counterpoint and rebuttal. Little attempt at using strategies to persuade.	Little or no evidence to support arguments. Little or no analysis and citations. No clear counterargument and/or rebuttal. Little or no attempt at using strategies to persuade.
Creates an organizing structure	The response is skillfully organized from beginning to end. This organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____

Scorer's

Initials _____

Reflective Essay Generic Rubric

Connections between New Standards Performance Standards and RI Grade Span Expectations

New Standards Performance Standards	RI Grade Span Expectations
<p>E2f The student produces a reflective essay that</p> <ul style="list-style-type: none"> Engages the reader by establishing a context and otherwise developing student interest; Analyzes a condition or situation of significance; Develops a commonplace, concrete occasion as the basis for the reflection; Creates an organizing structure appropriate to purpose and audience Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming describing, and creating a scenario: Provides a sense of closure to the writing 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. A summary of the indicators is listed below.</p> <p>W-10-14 In Reflective writing, students explore and share thoughts, observations, and impressions by ...(W-10-14.1, .2, .3, .4, .5)</p> <ul style="list-style-type: none"> Establish context Analyze condition or situation Organizational structure Elaboration techniques Closure
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work:</p> <p>Grammar, paragraph structure, punctuation, sentence construction, spelling and usage</p>	<p>W-10-1 Student demonstrates command of the structure of sentences, paragraphs, and text by...(W-10-1.1, .2, .3, .4)</p> <ul style="list-style-type: none"> Varied sentence structure Paragraph structures Organizational structures Applying Text Structure <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by ... (W-10-9.1, .2, 4)</p> <ul style="list-style-type: none"> Grammar, Capitalization, Punctuation, Spelling

Reflective Essay Generic Rubric

This rubric explains the elements of the prompt, standards and GSEs that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages the reader by establishing a context and analyzing a situation	Effectively identifies a condition, a situation, or an issue that addresses the prompt. Insightful analysis conveys significance of the condition, situation, or issue.	Clearly identifies a condition, a situation, or an issue that addresses the prompt. Analysis conveys significance of the condition, situation, or issue.	Identifies a condition, a situation, or an issue but does not adequately address the prompt. Attempts to convey analysis.	Identifies a condition, a situation, or an issue but does not address the prompt. Lacks analysis.	Fails to identify a condition, a situation, or an issue of significance.
* Uses a range of writing strategies	Skillfully selects and uses a range of writing strategies such as comparing and contrasting, using concrete details, description, creating a scenario. OR Masterfully uses a more limited range of writing strategies.	Accurately selects and uses a range of writing strategies such as comparing and contrasting, using concrete details, description, creating a scenario. OR Accurately and effectively uses a more limited range of writing strategies.	Attempts to use a range of writing strategies such as comparing and contrasting, using concrete details, description, creating a scenario. OR Ineffectively uses a limited range of writing strategies.	Writing strategies are used ineffectively.	There is no attempt to use a range of writing strategies.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments: _____

Score: _____

Scorer's Initials: _____



Persuasive Essay - Extended Task – Generic Rubric

Connections between New Standards performance Standards and Rhode Island Grade Span Expectations

New Standards Performance Standard

Rhode Island Grade Span Expectation

E1c - The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work	Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. R-10-8 Analyze and interpret informational text, citing evidence as appropriate by... (R-10-8.1-8.5)
E2e – The student produces a persuasive essay that: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; Develops a controlling idea that makes a clear and knowledgeable judgment; Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively; Includes appropriate information and arguments; Excludes information and arguments that are irrelevant; Anticipates and addresses reader concerns and counter-arguments; Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes; Provides a sense of closure to writing.	Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. A summary of the indicators is listed below. W-10-6 In informational writing, students organize ideas/ concepts by ... W-10-6.1 to 10-6.4 Use of text structure Set context Transition words or phrases Conclusions W-10-7 In informational writing, students effectively convey purpose by... (W-10-7.2 to 10-7.5) Maintain focus Audience Voice Descriptive language W-10-8 In informational writing, students demonstrate use of range of elaboration strategies by ... 10-8.2-8.5 Relevant facts/details Depth of information Address reader Significance of information
E4a – The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work , and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.	W-10-1 Students demonstrate command of the structures of sentences, paragraphs and text. Varied sentence structure Paragraph structures Organizational structures Applying Text Structure W-10-9 In independent writing, students demonstrate command of appropriate English conventions ... (W-10-9.1-9.5) Grammar, Capitalization, Punctuation, Spelling
E4b -The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work.	W-10-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Persuasive Essay - Extended Task – Generic Rubric

The rubric explains the elements of the prompt and standards that should be in the work. To achieve a successful score on this task, a student must MEET or EXCEED standard for all expectations.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Little or No Evidence 0
* Engages and orients the reader	Skillfully establishes a context and engages the reader. Advances an insightful or complex thesis that addresses the prompt.	Clearly establishes a context and engages the reader. Advances a valid thesis and develops a controlling idea that addresses the prompt.	Attempts to establish context and engage the reader, however introduction is not entirely clear. Advances an incomplete thesis/controlling idea in relation to the prompt.	Attempts to establish context, but is weak or confusing. Advances an inaccurate or very weak thesis /controlling idea in relation to the prompt.	Fails to establish context. Lacks a thesis/ controlling idea in relation to the prompt.
* Provides evidence/analysis	Effectively supports valid arguments with detailed evidence. Quality and/or quantity of evidence cited exceed the demands of the prompts. Analyzes evidence in relation to the thesis. Addresses several counterpoints and advances respective rebuttals. Selects a range of relevant strategies to persuade, e.g. anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.	Supports valid arguments with evidence. Evidence cited meets the demands of the prompt. Analyzes evidence in relation to the thesis. Addresses at least one counterpoint and advances a respective rebuttal. Uses several strategies to persuade, e.g. anecdotes, statistics, emotionally –laden language, details, descriptions, examples, compare/contrast, etc.	Attempts to support arguments but some evidence lacks clarity or accuracy. Evidence cited meets a portion of the demands of the prompt. Lacks clarity in analysis. Lacks a clear counterpoint and/or rebuttal. Uses unclear or ineffective strategies to persuade.	Most arguments are not supported with valid or clear evidence. Evidence cited meets few of the demands of the prompt. Most interpretations are inaccurate. Little or no attempt at counterpoint and rebuttal. Little attempt at using strategies to persuade.	Little or no evidence to support arguments. Little or no evidence cited. Little or no analysis. No clear counterarguments and/or rebuttal. Little or no attempt at using strategies to persuade.
* Creates an organizing structure	The writing is skillfully organized from beginning to end. This includes a complex or insightful opening, body, and closure. Uses varied sentence structure to enhance meaning. Uses complex organizational structures within paragraphs (such as cause/effect and proposals and development). Uses paragraph structures and transitions skillfully. Purpose, audience, and context are skillfully addressed.	The writing is clearly organized from beginning to end. This includes an effective opening, body, and closure. Uses appropriate sentence structure to enhance meaning. Uses organizational structures within paragraphs (such as cause/effect and proposals and development). Uses paragraph structures and transitions appropriately. Purpose, audience and context are effectively addressed.	The response is not clearly organized or not organized throughout. Some components are ineffective. Purpose, audience and context are not successfully addressed.	The response is not organized. Most of the components are ineffective. Purpose, audience and/or context are not addressed.	The response is incoherent. The components are missing. Purpose, audience and context are not addressed.



* Demonstrates control of English language conventions.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
* Demonstrates use of MLA Documentation	All MLA conventions are followed accurately.	Minor errors in the MLA format do not compromise information regarding sources.	Many errors in MLA format compromise information regarding sources.	Major errors in MLA format compromise information regarding sources.	No evidence of documentation

Comments

Score _____ Scorer's Initials _____



Reflective Essay - Extended Task – Generic Rubric

Connections between New Standards Performance Standards and Rhode Island Grade Span Expectations

New Standards Performance Standard	Rhode Island Grade Span Expectations
E1c - The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work	Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem. A summary of the indicators is listed below. R-10-8 Analyze and interpret informational text, citing evidence as appropriate by... (R-10-8.1-8.5)
E2f The student produces a reflective essay that Engages the reader by establishing a context and otherwise developing student interest; Analyzes a condition or situation of significance; Develops a commonplace, concrete occasion as the basis for the reflection; Creates an organizing structure appropriate to purpose and audience Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming describing, and creating a scenario: Provides a sense of closure to the writing.	W-10-14 In Reflective writing, students explore and share thoughts, observations, and impressions by...(W-10-14.1, .2, .3, .4, .5) Establish context Analyze condition or situation Organizational structure Elaboration techniques Closure
E4b -The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.	W-10-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
E5a The student responds to nonfiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: Makes thematic connections among literary texts, public discourse, and media; Analyzes the characteristics of literary forms and genres; Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles; Interprets the effects of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; Evaluates the stance of a writer in shaping the presentation of a subject; Understands the role of tone in presenting literature (both fictional and non-fictional); Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.	R-10-4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5) R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...(R-10-5.4-5.5) R-10-6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1) R-10-16 Generates a personal response to what is read through a variety of means...(R-10-16.1-16.2) W-10-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by... (W-10-2.1, 2.3) Set Context Making Connections W-10-3 In response to literary or informational text, students make and support analytical judgments about text by... (W-10-3.1, 3.2, 3.3) Focus/Thesis Make inferences Using details and text references

Reflective Essay - Extended Task – Generic Rubric

The rubric explains the elements of the prompt, standards and GSEs that should be in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard for all expectations.**

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Little or No Evidence 0
* Engages the reader by establishing a context and analyzing a situation	Effectively identifies an issue that addresses the prompt. Complex analysis conveys insight into the significance of the issue with consistent reference to facts, descriptions, direct quotations from selected text, and examples from research. Uses evidence from selected text to draw complex connections between the text and the thesis. Quality and/or quantity of evidence cited exceed the demands of the task prompt.	Clearly identifies an issue that addresses the prompt. Analysis conveys insight into the significance of the issue with adequate reference to any of the following: facts, descriptions, direct quotations, or examples from the research. Uses evidence from selected text to support the thesis of the essay. Evidence cited meets the demands of the task prompt.	Identifies an issue but does not adequately address the prompt. Attempts to convey insight into the significance of the issue with occasional reference to any of the following: facts, descriptions, direct quotations, or examples from the research. Uses evidence from selected text that does not always support the thesis of the essay. Evidence cited meets a portion of the demands of the task prompt.	Identifies an issue but does not address the prompt. Lacks insight with few references to the research. Uses evidence from the selected text that does not support the thesis of the essay. Evidence cited meets few demands of the task prompt.	Does not meet demands of task prompt.
* Uses a range of writing strategies	Skillfully employs a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.	Accurately employs a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.	Attempts to employ a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.	Writing strategies are used ineffectively.	There is no attempt to use writing strategies.
* Creates an organizing structure	The writing is skillfully organized from beginning to end. This includes a complex or insightful opening, body, and closure. Uses varied sentence structure to enhance meaning. Uses complex organizational structures within paragraphs (such as cause/effect and proposals and development). Uses paragraph structures and transitions skillfully. Purpose, audience and context are skillfully addressed.	The writing is clearly organized from beginning to end. This includes an effective opening, body, and closure. Uses appropriate sentence structure to enhance meaning. Uses organizational structures within paragraphs (such as cause/effect and proposals and development). Uses paragraph structures and transitions appropriately. Purpose, audience and context are effectively addressed.	The response is not clearly organized or not organized throughout. Some components are ineffective. Purpose, audience and context are not successfully addressed.	The response is not organized. Most of the components are ineffective. Purpose, audience and/or context are not addressed.	The response is incoherent. The components are missing. Purpose, audience and context are not addressed.



* Demonstrates control of English language conventions.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
* Demonstrates use of MLA Documentation	All MLA conventions are followed accurately.	Minor errors in the MLA format do not compromise information regarding sources.	Many errors in MLA format compromise information regarding sources.	Major errors in MLA format compromise information regarding sources.	No evidence of documentation

Comments _____

Score _____ Scorer's Initials _____

Protocol for Evaluating the Validity of a Task

1. Specifying the connection of a task to a standard

Goal: The proficiency assessed by the task should be clearly defined and explicitly connected to its source expectation or standard. It should be as free of interfering demands not related to the assessed proficiency as possible.

Check Points: **The team should use the following list to review the connection between the prompt and the standards or expectations the prompt assesses. This sheet should be completed electronically and given to the recorder.**

<p>– Does the task specify the proficiencies required for a successful performance (e. g., problem solving, communication, research, analysis and synthesis of evidence, etc.)?</p>
<p>– Is the proficiency assessed by the task aligned with one or more standards or expectations?</p>
<p>– How clear is this alignment? (Does the task obviously assess the proficiency described by the standard or expectancy?)</p>
<p>– Does the task ask the student to demonstrate a proficiency that is important in the real world—for example the proficiency is important for civic, political, academic, economic, career related reasons?</p>
<p>– Are the kinds of information processing requirements in the task (memorizing, computing, organizing, etc.) as straightforward and simple as possible? Do they interfere with the student demonstrating the targeted proficiency?</p>
<p>– Is the rubric aligned with the expectations of the task?</p>

Protocol for Evaluating the Validity of a Task (contd.)

Fair and Unbiased Content

If a task does not measure the proficiencies it purports to measure, it will not be a valid assessment. The way a task is constructed can hinder a student's performance in many ways. The task may use words, slang, or jargon that is unfamiliar to a student. It may refer to things, such as racecars, with which the student has little familiarity. Familiarity with words and objects, assumptions, and values vary by group membership, whether gender, age, class, race, or linguistic background determines that membership.

Goal: The content of the task, the skills and knowledge assessed by the task, and the language of the task should be accessible to all students, regardless of background. Put another way, the task should not favor any particular group.

Check Points: The team should use the following list to review the connection between the prompt and the standards or expectations the prompt assesses. This sheet should be completed electronically and given to a designated recorder.

– Does the task contain material that students from identifiable cultural, linguistic, gender, or other groups are likely to be very familiar or very unfamiliar with?
– Does the task ask students to do things that they are unlikely to have done before or have an aversion to doing based due to background, culture, or other difference?
– Is the task free of stereotypes?
– Can all students attempt the task from a level playing field? (If not, does it take accommodations into account?)
– Will all students have equal access to any requisite resources (e. g., calculators, spell check, internet, etc.)?
– Are the assessment conditions (e.g., time) the same for all students?
– Does the task ask for a performance that can reasonably be completed under the specified conditions?
– Has the task been reviewed by people knowledgeable about or representative of various cultures?
– Is the rubric clear?

Protocol for Evaluating the Validity of a Task

Assessing Important Proficiencies

Tasks are not like quizzes or multiple-choice tests. Quizzes and multiple choice tests are designed to assess whether a student has memorized content or can perform relatively straightforward operations within the content material (simple logical deductions, induction, arithmetical operations, etc.) Tasks, on the other hand, ask students to use this kind of knowledge to solve more challenging and authentic problems, to exercise judgment in relation to more complex issues, to communicate with a specified intent, etc.

Students are prepared to perform on tasks more rigorously than they are prepared for quizzes; student performance on tasks is assessed in a more complex way than performance on quizzes; and student performance on tasks is incorporated into subsequent teaching. For all these reasons, students will take fewer tasks than quizzes or tests during their high school career, and this puts a premium on the quality of the task they take.

Goal. The tasks students take should assess important skills that are used frequently and are critically important both in and of themselves, and as platforms for building more complex proficiencies.

Check Points: The team should use the following list to review the connection between the prompt and the standards/expectations the prompt assesses. This sheet should be completed electronically and given to the recorder.

<input type="checkbox"/>	Does the task assess a proficiency that is consistent with the best current understanding of the field about what is important?
<input type="checkbox"/>	Does the task reflect judgments about what is important that will stand the test of time?
<input type="checkbox"/>	Does the task assess a proficiency of adequate breadth within possible important content?
<input type="checkbox"/>	Is the task representative of the different ways in which the targeted proficiency could be demonstrated?
<input type="checkbox"/>	Does the task require that students use what they have learned to do in authentic, real-world tasks?
<input type="checkbox"/>	Does the task present a meaningful problem and represent a worthwhile educational experience? (Is the task relevant?)
<input type="checkbox"/>	Does the task target an appropriate level of difficulty?
<input type="checkbox"/>	Does the rubric assess the task?

Guidelines for Using Student Work to Revise Tasks

One of the most effective ways to see how well a rubric works is to use it to assess student work. When a group—even a small group—of scorers uses the calibration protocol to score a task, all the ambiguities and shortcomings of the rubric stand out in high relief. This is because every time the scoring team disagrees on the way they are scoring the task they appeal to the rubric to settle the disagreement. And very often, the rubric is inadequate to the task. When scorers search the rubric for the subtleties that would settle their disagreement, they often find that it is not there.

Experience has shown that this is not a problem that people who write rubrics can entirely avoid. Instead, the reason this problem keeps coming up is because of the interaction between scorers and the rubric and the relation of the rubric to the standards the task assesses and the task prompt. Because many people will use a rubric, it is impossible to predict how all of them will interpret the words that actually make up the rubric. However, using the rubric at least once before finalizing it for use will point out almost all of the most obvious errors and go a very long way to making the rubric clear and usable.

There are some basic guidelines that help make a draft rubric better. They are:

Make sure that the criteria for performance describe as clearly as possible what students have to do to demonstrate proficiency. For example, for the expectation “students can create an organizing structure”, a description of what students do to create that organizing structure might include introducing the problem or issue; laying out the elements of the problem or issue in a clear sequence; considering alternative solutions to the problem or approaches to the issue; and advocating for a best solution or a summary judgment that brings closure to the issues raised. Here, the important point is to think through all the things a student must do to create an organizing structure and then describe them in the rubric.

Be as clear as possible when you quantify criteria. Often performances are distinguished by whether, and how often, certain elements are or are not included. This creates different kinds of lists. For example, a list that includes every element as a criterion would be “uses sensory detail, more than one voice, and uses at least two perspectives”. This list is different from a list that requires the use of one of these elements, as in “uses sensory detail, **or** more than one voice, **or** more than one perspective”. It is also different from a list that requires one element and one of two other two elements, as in “must use sensory detail and uses more than one voice or more than one perspective”. The point is that the rubric writer needs to be precise about the criteria that will count in scoring a performance and describe those criteria with as little room for misinterpretation as possible.

Create parallelism across performance levels. Each level (exemplary, meets, nearly meets, below, little or no evidence) of an expectation requires a distinct description in a rubric. Each description should use the language of every other description insofar as possible. This creates a core description, which should be built around meeting the standard. Having a core description makes it possible to create differences across levels by adding, omitting, or changing parts of the core description. This is an example of changing a core description to create the criteria for a different performance level.

Core Description for Meeting Standard	Revised Core Description for Nearly Meeting Standard
The reflection is clearly organized from beginning to end. This includes an effective opening, body, and closure.	The reflection includes an opening, body, and closure; however, one or more of these elements is not fully developed.

Here, the core statement listing the organizational elements required to meet standard was revised to describe a performance that nearly meets the standard by saying “however, one or more of these elements is not fully developed”.

Use clear descriptions of qualities. Sometimes rubrics resort to words such as “masterful” or “adequate” or “poorly” to distinguish levels of performance. This leaves scorers to guess what the words might possibly mean and to engage in inevitable arguments about how they apply to any given task. Often these words get used because not enough thought has been given to what they are trying to describe. For example, a “masterful” performance might be a performance in which the student “organizes the introduction in a novel and appropriate way”, or “repeatedly uses original language appropriately,” or “creates a high level of suspense by presenting evidence in a counter-intuitive way.” Any one of these phrases gives more detail about what students need to do than the phrase “masterful,” and puts the scorer in a much stronger position to decide whether the performance is indeed masterful.

Use single criteria. Sometimes rubrics contain two (or more) criteria, which create possible dilemmas. For example, what would happen if a scorer using the rubric below scored a task as meeting standard for “clearly identifies a condition,” but as nearly meeting the standard for “conveys personal insight”? While this is not an entirely unmanageable situation, it is much simpler to write a rubric that has only one criterion per row.

Meets Standard	Nearly Meets Standard
Clearly identifies a condition, a situation, or an issue that addresses the prompt. ----- Analysis conveys personal insight into significance of the condition, situation, or issue.	Identifies a condition, a situation, or an issue but does not adequately address the prompt. ----- Attempts to convey personal insight.

Guide For Administration of Common Tasks

Since these tasks serve as indicators of student performance and may be used as a PBGR component, care should be given in properly preparing the students prior to the administration of any of these tasks.

Process for administration:

- Participate in departmental meetings to develop and/or review tasks and select tasks to be administered as a PBGR component. This will require selecting tasks that meet the following criteria: alignment with GSEs, content and applied learning standards, and NEAS&C learner outcomes. This will necessitate matching tasks with curriculum, courses, grade levels, and specific timelines for usage.
- These tasks must not be administered by a substitute teacher.
- Prior to administration, there are several steps listed below that must be taken for proper task implementation.
 - Teachers should not share on-demand prompts with students in advance. They should, however, teach the process or content that students will need to be successful in the task. Anchor experiences specific to the task may be provided. Teachers and students should be using the rubrics and the specific indicators to support teaching and learning prior to the administration of the common task.
 - Discuss how the results of the scores will be used.
 - Review the standards
 - Review student instructions
 - Read and discuss the rubric, clarifying certain terms or expectations
- Teachers should indicate any accommodations that have been made for a student on an accommodation sheet that accompanies the task.
- At the time of task administration:
 - Follow the specific guidelines for administering the task that are included in the student materials.
 - Ensure availability of necessary supportive materials (math tools, technology, dictionaries, etc.).
 - Teachers may answer procedural or clarifying questions, but may not provide a scenario that specifically relates to the prompt.
 - Teacher may

Task Follow-up:

Teachers should not report a student's score in isolation.

Consider the following guidelines when reviewing scored tasks with a class:

- Explain the scoring protocol. (See protocol for scoring tasks).
- Share exemplar pieces that met standard.
- Ask students to critique their own work in light of expectations.
- Guide students to reflect on opportunities for further progress that builds on this work.

Sample Common Tasks

Each year, members of the Skills Commission meet to develop new, secure tasks for use in the CIM assessment program. During task development, the task template and the generic rubrics are refined.

To aid schools in developing and using common tasks as a graduation portfolio component, common tasks were created this year to be piloted in the following disciplines: Science, Social Studies, Foreign Language, Capstone (Exhibition).

The updated task template and generic rubrics as well as the new discipline-specific tasks may be obtained by contacting the Skills Commission office at 222-8416, or by emailing any of the contact persons listed in the introduction of this Resource Guide.



Assessing Tasks

This section contains protocols for discussions about determining when a student's work meets standard. Evaluators must come to agreement on this question before scoring a series of common tasks.

Protocol for Calibrating and Scoring ELA Tasks

Introduction

Calibrating tasks is both an art and a science. Because the calibration process uses discussion to arrive at understanding, it is an art—the art of focused conversation. And because calibration aims at developing a precise understanding of how a rubric measures student work, it is a science—the science of measurement.

In calibration, a group of scorers look at the same piece of work, score the work using a rubric, and then discuss how they scored the work. Disagreements within the group regarding the scores lead to focused discussions about scoring. These discussions typically include two major topics: the weight and worth of evidence from the work and what the rubric means. As the discussion continues, problems and solutions are recorded as “calibration notes” for future scorers. Particularly clear examples of work at different levels are also kept for future scorers as benchmarks.

Preparation

Someone who has previous experience in the calibration and scoring process should lead the calibration session. Schools should have someone like this on staff and, if not, should arrange to have an experienced outside leader facilitate the calibration process. The best way for a school to develop an experienced leader in calibration is to have someone attend the Rhode Island Skills Commission’s central scoring sessions several times.

Calibration requires a scoring packet. A scoring packet consists of copies of three to five pieces of work that are going to be scored. There should be as many copies of each piece of work as there are members of the calibration team. Each piece of work should have a rubric attached to it. The leader of the calibration process should also come equipped to take notes on the calibration process or designate a member of the group to do this.

The calibration group should be seated in such a way that every member can talk to, and hear, every other member of the group.

The Process

The leader of the calibration process distributes a copy of the first piece of work to every member of the group. The group reads the work and uses the rubric to score the work. This is done by highlighting the indicators within each box that best describe the work. When all members of the group have finished scoring the piece of work, the leader begins the calibration discussion.

First, the leader gets a count of the way the group scored the work as a whole (the overall score). The leader records how many people scored the work as “exceeding the standard”, “meeting the standard”, “nearly meeting the standard”, “below standard,” or “little or no evidence of the standard.” This gives the leader and the group a sense of how much agreement there is to begin with.

Next, the leader begins with the first row on the rubric and repeats the question for that row. The leader then begins the calibration discussion by asking someone from one of the extreme scores to explain why they gave

the score they did. This explanation should refer as carefully as possible to evidence from the text that is relevant to the rubric. For example, if the scorer thinks the work is below standard for “usage and grammar,” the scorer would point to the instances of usage and grammar in the work sample that led him or her to assign this score.

The calibration leader then asks someone who has given a score at the opposite extreme to explain why he or she assigned that score to the work. This person might also comment on the evidence the previous person used. This begins a more general discussion about the particular points that are used to assign scores. The leader should check for changes in the group’s judgment from time to time by polling how many scores are at the different levels as points are resolved.

If the group is not making progress towards resolution, the leader should ask the group to identify the issues that still stand in the way of consensus. The group should then discuss these issues using the same process described above. When the group has come as close to resolution as possible, it moves on to the next row in the rubric and continues until it has covered the whole rubric. At this point, the leader checks overall scores again and usually, by this time, the group has arrived at clear agreement.

The leader ensures that agreements over problematic issues are recorded for future calibration sessions and for editing the task and rubric at a future time.

The calibration discussion is then repeated for a second piece of student work. Avoid making work that is obviously below standard the focus of calibration discussions. After the group calibrates a second piece of work, the leader makes a decision about how many more pieces of work the group needs to calibrate before it has a clear sense of how to apply the rubric. Often the group is comfortable with the rubric after reviewing two pieces of work, but it may take as many as five pieces of work when complex tasks are the focus of the calibration discussion.

Scoring

Paired Scoring: Calibration can be carried into the scoring process by using a paired scoring process. In paired scoring, two scorers work together to score the same pieces of work. After both scorers have finished, they compare their scores for overall agreement. If they do not agree, they look at the rubric to find those places where they disagreed. They then discuss these areas using evidence from the work in an attempt to resolve their disagreements. If this is possible, one of the two scorers changes his or her score and the pair moves on to the next piece of work. If it is not possible, the pair consults a third, expert, scorer who reads the work and explains how she or he would score it. The work then receives the three scores plus the final overall score and the paired scorers move on.

Open Table Scoring: Calibrators score a set of tasks individually and, either consistently or on a sampling basis, select a task that has been scored by someone else in the group to score a second time. The second scoring should be done without looking at the way the first scorer filled in the rubric and if the second overall score agrees with the first, the scorer moves on. If the two scorers do not agree, they follow the procedure described above, including adjudication by a third expert scorer if necessary.

Protocol for Discussing Scoring Discrepancies

Introduction: This protocol assumes that two or more scorers have independently scored a piece of student work and have given the work scores that are more than one level apart.

Step 1. The scorer that has given the work the highest score begins by answering the question:

What skills and knowledge did I see displayed in this work? (This requires describing the evidence in the work that illustrates these skills.)

The second scorer responds by:

1. Agreeing that those skills and knowledge are displayed in the work, or
2. Disagreeing and identifying specifically where the disagreement lies (i.e., identifying where the evidence does not support the conclusion that the skills or knowledge is present).

If the second scorer agrees, then the two scorers look to the rubric to see what level it ascribes the skills and knowledge both scorers agree is displayed in the work. If the rubric does this in a way that makes it possible for the scorers to agree on the appropriate score for the performance, the protocol ends.

If the rubric does not lead to agreement, the scorer who gave the lowest score answers the question:

What point in this rubric is the most important point to use to assign a score to this performance?

If the second scorer agrees, then the rubric can be used to assign a score and the protocol ends.

If the second scorer disagrees, the reasons for the disagreement are explained. These reasons should include an explanation of the points in the rubric that the second scorer considers most important in to assigning a score.

Once this is done, the first scorer decides whether to agree with the way the second scorer is using the rubric. If agreement is reached, the protocol ends. If not, the disagreement is recorded (on newsprint if possible) and the task is passed on to the table leader. The table leader assigns the third score and addresses the issue(s) raised by the disagreement at the next break.

On-Site Calibration and Scoring Protocol

This procedure was designed by the Rhode Island Skills Commission to build capacity for common task implementation, calibration, and scoring at the local level. The protocol should be facilitated by a task specialist who is familiar with the specific task that is to be scored.

- Each participant should have a copy of the task, samples of student work, extra rubrics, and scoring sheets.
- Explain procedure (as below)
- Ground rules:
 - Only one person speaks at a time
 - Wait to be called on
 - No side conversations, please
 - Respect each other's comments
- Designate a recorder to note any issues, record discussions, and record initial and final scores for each box.
- Examine task for standards, GSEs, teacher and student directions, prompt, and rubric. Point out significance of boxes with asterisk. Discuss and record.
- Read first sample of student work only.
- Score individually, marking rubric. You may split indicators in one box.
- When determining final score, consider the preponderance of evidence to determine where a student's work falls, particularly in the boxes marked with an asterisk.
- Check the teacher directions page for any modifications that might have been made for students with IEPs, 504s, and/or PLPs.
- When everyone has finished, ask for a show of hands for an overall score of exceeds, meets, etc.
- Work box by box, asking for an overall initial score. Then ask volunteers to support the evaluation, citing evidence from the student work. Generally, start with someone who is most supportive of student work; work towards "below" categories. This discussion takes quite a bit of time, depending upon the task and the sample of student work. At the end of the discussion of each box, take a revote to determine the final score for that box.
- When all boxes have been discussed, ask for a final overall score.
- Use same procedure for sample two. **OR** (depending upon time and level of expertise) pair score sample two and discuss as needed after an overall vote.
- Read Central scoring calibration notes for comparison/validity purposes.
- Pair score tasks, using score sheets. Second scorer should not look at first evaluator's score until his/her own evaluation is completed. At that point, if both scores agree, record the score on the cover of the task. (Both scorers should also fill out a score sheet).
- If there is a discrepancy of a 3-4 or a 2-3, then a discussion takes place to determine the final score. If agreement is reached, one of the scorers changes his/her score sheet to agree with the other score.
- If the two scorers cannot come to agreement, then a third reader or table leader reads the task and determines the final score. That reader also fills out a third rubric and includes it inside the task. He/she would also fill out a score sheet.

- Try to double score as many tasks as possible before the end of the session so that a validation can be made on as many tasks as possible. Validations will only be made on tasks that have been double scored.

For CIM certification: submit all score sheets, class lists, and tasks to the Skills Commission for validation or final scoring of work that is incomplete.

Validation Process for Assessing Common Task Scores

For on-demand tasks:

Procedure:

Step One:

One specialist performs the following:

- Briefly review the task requirements
- Read on-standard rubric to be used as a mental checklist
- Read student work sample
- Score holistically
- If the score agrees with the score on the front of the task, the task is validated
- Insert the validation sheet inside the task and return to school

Step Two:

- When there is a discrepant score, the first reader completes the feedback sheet explaining reasons for discrepancy
- A second reader then scores the work in question and completes an additional feedback sheet explaining reasons
- If the two readers determine that the original score is invalid, scorers change score on task and on school task list. This task list is recorded at Skills level. A copy of the task list is also returned to the school.
- The task is returned to the student with feedback from the two scorers.
- If the second reader does not find a discrepancy, readers 1 and 2 conference to agree on a score
- If agreement is not reached, a third scorer adjudicates and determines the final score. After adjudication, the discrepant sheet is removed and not returned to the student. The same process as above is followed for recording and returning tasks
- If frequent discrepancies exist in scoring, these will be pointed out to the sending school. Schools should be informed as to what kinds of discrepancies exist and how frequently. Use of instructional guidelines will be encouraged

Checkpoint process:

- After scorers have validated five samples each, stop process to do a check to determine consistency or inter rater reliability and record issues

Step 3:

- If a school establishes a validation rate of 85% or higher (100 or more tasks) on a designated task, then the school may calibrate and score the rest of its samples for that task on its own under the direction of the task specialist and send a random 50% of the 3's to Skills for validation (and any 2's that may be questionable 3's)

Sample Validation Recording Sheet For Reflective Essay

TASK NUMBER: _____

VALIDATION SCORE: _____

SCORER'S INITIALS: _____

Expectations	Exceeds standard 4	Meets standard 3	Comments
<p style="text-align: center;">*</p> <p>Engages the reader by establishing a context and analyzing a situation</p>	<p>Effectively identifies a condition, a situation, or an issue that addresses the prompt.</p> <p>Insightful analysis conveys significance of the condition, situation, or issue.</p>	<p>Clearly identifies a condition, a situation, or an issue that addresses the prompt.</p> <p>Analysis conveys significance of the condition, situation, or issue.</p>	
<p style="text-align: center;">*</p> <p>Uses a range of writing strategies</p>	<p>Skillfully selects and uses a range of writing strategies such as comparing and contrasting, using concrete details, description, creating a scenario.</p> <p>OR</p> <p>Masterfully uses a more limited range of writing strategies.</p>	<p>Accurately selects and uses a range of writing strategies such as comparing and contrasting, using concrete details, description, creating a scenario.</p> <p>OR</p> <p>Accurately and effectively uses a more limited range of writing strategies.</p>	
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	
<p>Demonstrates understanding of English language conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not usually interfere with meaning.</p>	

Plan and Develop Support Structures

This section contains a series of frequently asked questions that have come up both at Gates and Skills Commission network meetings. There is also an explanation of a task specialist, an important source of support when using common tasks on a school-wide basis. In addition, many Skills Commission schools have a coordinator to oversee the Certificate of Initial Mastery. For further details on the responsibilities of such a role, please contact the Skills Commission directly.

Frequently Asked Questions

How can common tasks be used in multiple ways (scaffolding, end-of-course-exams, senior projects) to support PBGR?

Common tasks can be used as components for portfolio, end-of-course-exams, and as preparation for exhibition. For a graphic explanation of these components, please refer to the Pathways to Proficiency document in the Common Task Toolkit.

What resources are available for PD in the development of common tasks?

The Rhode Island Skills Commission offers professional development in the development, implementation, calibration, and scoring of common tasks for use in Portfolio, end-of-course exams, and exhibition. Task specialists are available for in-service. For more details, contact Colleen Callahan or Rick Richards at the Skills Commission office: 222-8416.

What is the best way for a school to begin common task implementation? Are task facilitators available to give us a department-based in-service on task development?

Districts or schools should offer school-wide or department-based introductions to common task development and implementation. Contact the Skills Commission for information.

When you have “common tasks”, they are much more varied. Who should score them?

Ideally, common tasks should be scored after a group calibration or discussion to reach a common understanding of all the components of the task, especially the indicators of the rubric. They should then be scored by at least two teachers.

How specific can the rubrics be?

The rubrics must be based on standards: GLEs/GSEs, content, applied learning. There must be a direct correlation of the indicators of the standards and the expectations of the task.

**If common school-wide HS rubrics for learner outcomes have been created, is there a need for common tasks too? Could you use the school-wide rubrics with the common tasks?*

Ideally, school-wide rubrics are standards-based and should be coordinated with the standards and expectations of the common task rubrics.

Are there models of school design where common tasks are being used? What might it look like?

There are several Skills Commission schools that are using Common Tasks as the basis for their PBGR system. For a list of these schools and specific contacts, please contact the Skills Commission.

Do the common tasks that already exist in our school containing learner outcomes that we have identified for each PBGR correlate with the premise of a common task?

Common tasks that already exist at the local level can be used as PBGR common tasks provided they are contain the same components, are standards based, and connect to the GLEs or GSEs.

Are there common rubrics already developed for schools to use?

The Rhode Island Skills Commission has developed a series of generic rubrics for English Language Arts that are based on standards and GSEs. These may be downloaded from the Gates website. For the most up-to-date revisions, contact the Skills Commission.

Are common tasks available on a website?

The “Rhode Island Diploma System: Local Assessment Toolkits” website has a common task template developed by the Rhode Island Skills Commission which may be used by any district attempting to create common tasks.

In addition, the website has a number of sample common tasks in ELA and math developed by the Rhode Island Skills Commission. Contact the Skills Commission directly for copies of additional common tasks in other disciplines that will be available in the 2005-2006 academic year.

The Toolkits site is at www.ride.ri.gov/highschoolreform/dslat/.

What structures need to be in place for common task implementation?

Ideally, the entire faculty should have an understanding of the role of common tasks in the PBGR system. All departments need to have common training and discussions leading to task development, implementation, calibration, and scoring.

Expectations for Task Specialists

What is the role of a task specialist?

Assist and train all stakeholders in the use of common tasks

- Facilitate professional development in use of Common Task Toolkit
- Orient stakeholders to “What are common tasks?” document.
- Connect tasks to
 - PBGRs
 - NEASC
 - School Learner Outcomes
 - Other district initiatives
- Facilitate discussion with NSPS/ GSEs/Applied Learning crosswalks
- Make explicit connections to instruction, lesson/unit planning, and curriculum planning
- Collaborate in developing common tasks in across curriculum
- Collaborate in identifying anchor tasks based upon field-testing
- Identify and plan for additional professional development needs
- Assist teachers in the creation and development new tasks across curriculum

Administrative responsibilities for task implementation

- Work with administration to ensure task implementation across curriculum at various grade levels
- Work with administration to ensure a system for distribution and collection of tasks
- Work with administration to ensure proper recording of task scores
- Develop a local recording system to include tasks for PBGR purposes (exhibition, portfolio, end of course exams, CIM)

Scoring and Calibration Responsibilities

- Facilitate the calibration and scoring of tasks by using the designated protocol
- Train core curriculum teachers to calibrate and score
- Participate in calibration/ scoring sessions at across school/Skills/collaborative level.
- Provide guidelines for analysis and interpretation of information from scoring to guide instruction and curriculum

Additional responsibilities for Skills Commission Task Specialists

- Collaborate with CIM coordinator to strengthen CIM implementation
- Connect with point person at school or district level
- Serve as member of RISC network team and attend network meetings
- Attend task specialist network meetings at Skills Commission